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saved so as by fire or to perish in the flame of the examiners' wrath—the college examination. It is no part of my purpose to discuss here the difficulty or the fairness of these examinations. I do, however, feel and suffer from the lack of uniformity, not in entrance questions, but in entrance requirements; and I greatly long to see the day when, for instance, it will be possible to prepare boys in Latin for Harvard and Yale in the same part of the subject at the same time, without depriving anyone of the privilege of dividing his examination. Passing over further consideration of this grievance, which it is my custom to air on all occasions as a sort of "*delenda est Carthago*", it seems to me that our work would be given definiteness if, instead of vaguely inferring that the Latin Composition entrance paper would demand — or at least invite — Ciceronian phraseology, we were given frankly to understand that a part of the examination would be a passage intimately connected with some one of the shorter speeches of Cicero or "Lives" of Nepos, for instance, and that this must be the subject of intensive work. The composition passage based on this should be re-translation, or nearly so; though it might be skillfully constructed to contain sentences culled from a considerable extent of text, but still forming a connected passage. Even if this were not done, I should not be afraid of giving an unwise advantage to a pupil who had memorized the text. I should be only too glad to have him do so; and if to this passage were added a sufficient number of detached sentences of a more conventional type, the candidate's practical knowledge of grammar could be gauged with as much accuracy as under the present system—or lack of system. I hope to see the colleges unite in demanding what may be called the emphatic study of some part of the literature. At present, unless one has strong convictions, and the courage of those convictions, and, moreover, is fairly independent of outside criticism, he is likely to read his Latin authors with a mild monotony of emphasis that fails utterly to stir and make fruitful the barren subsoil of the pupil's mind. In short, our attitude towards all Latin study in schools must be that we are to teach a language, not merely read certain books; that quality is the great essential in language work; that power cannot be gained without expression; and, to end this somewhat obvious series of assertions, that a Latin course, however

brilliant the teacher, which regards Latin Composition as a side-issue, or as something to be worked up during part of a year under protest of teacher and class, is about as likely to develop mental fibre as a series of stereopticon lectures on physical culture is likely to produce any muscular reaction except that of eye-strain.

JOHN EDMUND BARSS

#### NOTE ON CICERO

In all texts of Cicero's Orations, *nisi fallor*, the latter part of the third chapter of the second oration against Catiline reads as follows: *Utinam ille omnis secum suas copias educisset! Longilium mihi eduxit, quem amare in praetexta coeperat, Publicium et Minucium, quorum aes alienum contractum in popina nullum rei publicae motum adferre poterat; reliquit quos viros! Quanto aere alieno! Quam valentis! Quam nobilis!* As it stands this passage is almost an insult to the taste and judgment of Cicero as an author of artistic prose. It is unnecessary to enumerate the offensive points, which are sufficiently clear to any one familiar with real Ciceronian periods, suffice it to say that all objections may be removed by putting a semicolon after *coeperat* and *reliquit*, and only a comma after *poterat*. This involves no deviation from the manuscripts, and gives a version which seems grammatically, logically and stylistically a great improvement.

C R JEFFORDS

E. D. High School, Brooklyn

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